 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

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| **Teacher’s Name:**Caroline Murphy  **Lesson #:** 5 **Facet:** Evaluate  **Grade Level:**11 **Numbers of Days:** 2 **Topic:** themes in *Tender is the Night.*   **PART I:**  **Objectives** **Student will understand that**novels have specific themes that are developed in various ways throughout a text.   **Student will know**themes of psychiatry and deception in *Tender is the Night.*   **Student will be able to do**a project that showcases development of their knowledge of the elements of theme in *Tender is the Night.*  **Product:**Digital Portfolio   **Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment** **Common Core State Standards** **Content Area:** English **Grade Level:** Grade 11 - 12 **Domain:** Reading - Literature **Cluster:** Key Ideas and Details; Craft and Structure  **Rationale:**Understanding a novel's themes are essential to understanding its meaning and overall message, so it is important for students to develop the skills to infer theme, which is most often intangible, from the other tangible elements of a work of literature.    **Assessments**  **Formative (Assessment for Learning)** **Section I – checking for understanding during instruction** Example/Non-Example is an activity where students will be asked to determine which of the novel's main themes corresponds to a series of events or character interactions in the novel. This will give the teacher the opportunity to check their understanding of how theme is revealed throughout a novel and will set up the rest of the class discussion about how themes impact the overall impression of the novel.   **Section II – timely feedback for products (self, peer, teacher)** The Digital Portfolio will be assessed by the teacher using a rubric that designates what items of work must be included in it and scores them based on completeness. Students will also self-assess their portfolios by completing a reflection that asks them to demonstrate what they learned about theme over the course of the unit.    **Summative (Assessment of Learning):**  **Integration** **Technology:**Students will use a Digital Portfolio to showcase their work from the entire unit so far in a way that allows for continued updating and growth over time. The digital aspect will allow for integration of images, audio, and video, and will also give students background on how to develop a portfolio when they are in the professional world as adults.  **Content Areas:** Business: students will begin to familiarize themselves with keeping a portfolio to seek out employment after finishing school. Art: the portfolio will have an artistic element with the integration of audio and visual components.  **Groupings** **Section I - Graphic Organizer & Cooperative Learning used during instruction** The Four Column chart will guide students in writing down four themes from the novel, and then listing occurrences with characters, plot, and setting where they see those themes represented in the novel. ThinkPad Brainstorming comes before students fill out the chart, and this activity allows them to explore the themes in a class discussion, and build their knowledge together.   **Section II – Groups and Roles for Product** Students will complete their portfolios on their own, because they are products of personal reflection and other individual work. They will be assessed with a Gallery Walk, which allows for peer interaction and feedback. Students will be in the role of gathering their work from the unit and demonstrating their growth over time.   **Differentiated Instruction**  **MI Strategies**  **Verbal:** Students will include written work in their portfolio. **Visual:** The portfolio will contain elements of the student's original visual art. **Kinesthetic:** Students can perform a skit to accompany their portfolio. **Musical:** Students can include music or a musical performance in their portfolio. **Intrapersonal:** Students will include personal reflections in their portfolio. **Naturalist:** Students can include physical artifacts of nature in their presentation.    **Modifications/Accommodations** ***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  **Plan for accommodating absent students:** The bulk of the work for the portfolio project will be done ahead of time, so a student who misses class will have to complete the project outside of class time instead. The Four Column chart will be available on the class blog for students to print out on their own if they need to, as will the clip from Boardwalk Empire.    **Extensions**  **Type II technology:**  Students will use a Digital Portfolio to showcase their journal reflections about *Tender is the Night.* **Gifted Students:**  Gifted students have had the opportunity to extend their learning throughout the lesson by choosing more in-depth blog entries if they wish. Artistically or technologically gifted students can use their skills to enhance the aesthetic elements of their portfolio as well.   **Materials, Resources and Technology** *Laptop* *Projector* *Four Column chart handout* *Markers for white board*   **Source for Lesson Plan and Research**  <http://www.shmoop.com/tender-is-the-night/appearances-theme.html>  <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1525083/>  Deception is an overarching theme throughout *Tender is the Night*. Characters deceive each other by hiding their true feelings, and creating masks of indifference and contentment even when they are far from it. The 1920s were all about having fun, so no one wanted to appear disagreeable. Ladies were supposed to keep their emotions in check at all times, and men were expected to be virile and confident but hide insecurity or other "weak" emotions. Bad things that happened to people were kept behind closed doors so that the party could continue. One major instance of this occurs when Rosemary witnesses something traumatic between Dick and Nicole in their suite. The novel's first book ends with Rosemary's reaction to it, but we as the audience do not find out what she actually saw until later in the novel. While this is also done for dramatic tension, it also illustrates that keeping secrets was commonplace for people in the 1920s. By keeping a dramatic secret from his readers, Fitzgerald brings alive the culture of deception that permeates the world his characters live in.  This culture is also represented in Dick Diver's chosen specialty in psychiatry. Psychiatry is about probing the recesses of the mind and solving the problems that can dwell there, so it is very telling of Dick's character that he would choose to practice that kind of medicine. He is a private and introspective person, yet he seeks to get into other people's minds. Because much of the novel's conflict comes from the ways that Dick and Nicole's marriage is influenced by elements of psychiatry, a major focus falls on what happens when people reject societal rules of keeping feelings locked up. This is also notable because of Nicole's time spent as a psychiatric patient. In those days, when someone was struggling with an emotional problem, they were simply sent away, as Nicole was, so as to not trouble anyone else with their behavior. Both people and their feelings were kept locked up when they were judged unfit for society.   **PART II:**  **Teaching and Learning Sequence**  **Day 1**  *Hook activity (15 minutes)*students are randomly assigned some kind of secret (crashed their parents’ car, won the lottery, missing a pinky toe, etc) that their classmates have to guess based on conversations happening around the room.   *Brainstorming (30 minutes)* – students use the ThinkPad Brainstorming technique to finalize their study of the novel’s themes and use it to prepare them for their final project.   *Class discussion (20 minutes)* – students use handouts of a Four Column chart to help them explore deeper the themes of *Tender is the Night* and to categorize which parts of the novel contribute to which theme.  *Capacity Matrix (15 minutes)* – the teacher leads the class in charting the different steps of their study of theme and helping students tie up loose ends and ask any clarifying questions.   **Day 2**  *Reflection sharing (30 minutes)* – students will share with the class one of their blog entries that they have selected.  *Sandbox time (20 minutes)* – students will work through the basics of using digital portfolio software with help from the teacher.   *Project work (20 minutes)* – students have the remainder of the class time to work on putting together their portfolio projects.   1. Students will participate in a class discussion about the novel's themes, and then complete Four Column charts in their High 5 groups to further their understanding. Students will understand that novels have specific themes that are developed in various ways throughout the text. They will d*etermine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.*This study of theme will teach students how to walk away from a novel having understood the ways that a novel comes together from many different elements. For a hook, students will interact with each other in roles of deception and truth to get them acquainted with using lies in daily conversation the way the characters in *Tender is the Night* do.  **Where, What, Why, Hook, Tailors:** intrapersonal, interpersonal, logic, verbal  2. Students will know themes of deception and psychiatry in the novel *Tender is the Night*. The Four Column chart will allow students to list occurrences in the novel where they see themes represented, helping them put together a picture of how an author develops themes throughout the structure of a novel. ThinkPad Brainstorming will give students the chance to bounce ideas off each other and explore different opinions, making their information about themes more well-rounded and collaborative. Capacity Matrix allows the teacher to check for understanding by breaking down the process of understanding a novel's themes and asking for clarifying questions. **Equip, Explore, Rethink, Tailors:** interpersonal, kinesthetic  3. Students will use the Four Column Chart to list out characteristics of four themes from the novel, and ThinkPad Brainstorming will help them formulate ideas with the help of their classmates' opinions. Students will develop a digital portfolio that depicts their understanding of the ways that a novel's theme is developed by collecting their observations on plot, tone, and character development throughout the unit. The portfolio will be a collection of their blog entries throughout the unit that shows their growing understanding about the elements of a novel that develop over time. Because the blog entries are ongoing, students have numerous opportunities to reflect on and improve the material that will become their portfolio. Students will self-evaluate their portfolios throughout the unit with an ongoing checklist. The teacher will have a one-on-one conference with each student about their portfolio. The multiple elements of assessment allow students to truly use the project as a learning experience and not as just a grade.  **Explore, Experience, Rethink, Revise, Refine, Tailors:**interpersonal, logic, visual, verbal, intrapersonal   4. The teacher will have a one-on-one conference with each student prior to the completion of the project, to ensure comprehension. The final product will be evaluated with a rubric that students have access to ahead of time. There will also be informal assessment in the form of a Gallery Walk by students of their classmates' portfolios, and they will have short checklists to complete that give the presenter their overall impression of the project. Students will also self-assess by completing a short reflection assignment about what they think compiling their blog entries into a portfolio helped them learn.  **Evaluate, Tailors:**verbal, interpersonal, visual, musical, verba  **Handouts** *Four Column chart*   **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  ***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***   ***Learning Styles***  ***Clipboard:*** the Four Column chart will assist students who organize information logically.  ***Microscope:*** introspective students have the opportunity to discuss the novel's themes deeply by brainstorming with the class.   ***Puppy:*** students who need guidance to feel confident with their ideas have plenty of opportunities to revise and refine their ideas before being assessed on them.   ***Beach Ball:*** active students are provided with lots of different ways (discussion, writing, brainstorming) to fine-tune their learning.   ***Rationale:*** students are given many different ways to build their knowledge of how themes develop throughout a novel, and the digital portfolio presentation allows them to showcase their hard work throughout the unit in a way that suits their individual learning style.    ***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  ***Formative:*** the blog entries from throughout the unit will be compiled into a digital portfolio that showcases students' growth in their understanding of the novel's themes over time. The Capacity Matrix activity allows the teacher to do a final informal assessment on students' level of comprehension about the development of themes before they complete the portfolio presentation.   ***Summative:*** The portfolio presentation will serve as a summative assessment by collecting all of the students' blog entries throughout the unit. They will be graded on completeness and level of evident thought, but they will also be used by the teacher to estimate overall comprehension of the elements of theme in a novel.    ***Rationale:*** Even though the digital portfolio is a summative assessment, its true function is to allow students to see their own growth throughout the unit and give an accurate picture of their comprehension of how themes are developed in a text. To achieve this, feedback is positive and driven towards the goal of continuing learning.    ***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  ***Content Knowledge:*** themes of deception and psychiatry  ***MLR or CCSS:*** English Grade 11-12, Reading-Literature  ***Facet:*** evaluate   ***Rationale: evaluating*** themes in a novel and seeing the ways in which they affect  ***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  ***MI Strategies:*** verbal, logic, interpersonal, intrapersonal, musical, kinesthetic, natural, spatial    ***Type II Technology:*** Digital Portfolio   ***Rationale:*** The Digital Portfolio is a technology that allows for students to customize it to their MI learning style by including a broad range of creative elements.    ***NETS STANDARDS FOR TEACHERS*** **1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** a. Promote, support, and model creative and innovative thinking and inventiveness  b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  ***Rationale:*** The Digital Portfolio will showcase students achievement throughtout the unit in a creative way.   **2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.** a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  ***Rationale:*** The Digital Portfolio is a true Type II technology that allows students to show off the many different skills they develop over the course of the lesson. |

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